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ABSTRACT

Developed as part of a project to integrate youth with disabilities into regular recreational and leisure activities, this report focuses on the role of the community leisure facilitator (CLF), defined as a professional, friend, family member, or volunteer who assists individuals with disabilities to enjoy the same leisure pursuits as other community members. Specific functions of the CLF include: (1) providing direct service to people with disabilities; (2) providing family support; (3) coordinating programs across agencies; and (4) providing training and technical assistance. Guidelines are provided for hiring a professional CLF and for developing a volunteer CLF program. The activities of the two CLFs involved in the larger project are itemized. The report concludes that the use of a CLF or similar support person can be the determining factor in successfully integrating school or community leisure activities. (Contains 15 references.) (DB)

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The Community Leisure Facilitator

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Training and Research Institute for People with Disabilities

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The Community Leisure Facilitator

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The Community Leisure Facilitator

Most experts on the topic of integrated recreation (Datillo & St. Peter, 1991; Goodall, 1992; Ray, 1991) stress the importance of having a competent, respected person or group of people who can support peopel with disabilites as they participate in school and community leisure or recreation activities. This person, who can serve in either a paid or volunteer capacity, provides a variety of services and has been given a number of names. Leisure coach, leisure support specialist, mainstreaming or integration coordinator, community recreation planner, recreation facilitator, and community integration specialist are terms that have been used synonymously to describe a person who assists or supports people with disabilities as they become involved in regular recreation, leisure, or social activities. A professional who has been hired in the role of therapeutic recreation specialist, special educator, case manager, rehabilitation counselor, adaptive physical educator, or special needs coordinator can also spend a portion of his or her time facilitating involvement in regular recreation programs. Finally, family members, friends, neighbors, or community/school volunteers often fill the role of leisure supporter or facilitator. For the purposes of this paper the term Community Leisure Facilitator (CLF) will be used to describe these professionals, friends, family members, or volunteers.

What Does a CLF Do?

Assisting citizens with disabilities enjoy the same leisure pursuits as other community members can sometimes be a complicated and time consuming process (Ray, 1991). The role of the CLF spans a wide range of activities that may include anything from making a simple phone call to assisting in identifying adaptations in the physical and/or programmatic environment that make it possible for an individual to participate in an activity. As both Stierer (1988) and Datillo and St. Peter (1991) have suggested, the person serving in this position acts in much the same way as a job coach or supported employment specialist (Moon, Inge, Wehman, Brooke, & Barcus, 1990) as he/she matches the preferences and skills of the participant with available community or school resources. Some of the typical activities of a CLF are discussed here.

Providing direct service to people with disabilities. Probably the most important function that a CLF serves is that of directly assisting citizens with disabilities gain access to and participate in chosen recreation activities. The type and amount of direct assistance varies depending on the needs of the person and his/her family. Table 1 includes examples of typical situations for which CLFs might be expected to provide support.

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Insert Table 1 about here

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Some participants may need one-to-one support every time they attend an event. This demands that the CLF plan to be at a particular site over an indefinite period of time. These situations may provide opportunities for professional CLFs to teach family members, friends, or volunteers how to assist on a regular basis so that the professional can fade out his or her support and move on to other new participants.

Less assistance over shorter periods of time will be sufficient for some participants. Some experts (Goodall, 1992) have coined these types of support "transitional" or "consultative." Transitional support implies that the CLF will ultimately be able to fade away as the participant learns to attend an activity independently or with only the support of other participants. Consultative support usually means attending an activity only once or meeting with the activity leader to provide instructions, introductions, or adaptations.

Providing family support. The CLF works in a variety of ways to empower families[1] in using community recreation services that by law must accommodate all citizens (Ray, 1991). Many people are simply unaware that their family member who is disabled has a right to participate in regular community activities. Further, they may not be aware of the Americans with Disabilities Act (ADA) provisions that spell out how public

[1]The term "families" will be used throughout this paper and includes siblings, parents, legal guardians, significant others, friends, extended family and residential housing staff.

facilities must make themselves accessible to all citizens (U.S. Department of Justice, 1991).

One of the most important ways to assist families may be to simply provide them with information on recreation services, facilities, and events that the school and community provide (Datillo & St. Peter, 1991).

Determining individual and family preferences for leisure participation is essential and should be one of the first steps in providing direct services to any person with a disability. This may mean merely discussing preferences with an individual and family. However, if the individual cannot communicate his/her preferences, the CLF may need to observe the individual in a variety of activities until a preference can be determined.

Sometimes support involves following up with the family to reassure them that their son or daughter is making progress or is having fun (Datillo & St. Peter, 1991). Usually a phone call or a brief visit will accomplish this. Another support to families may be determining their satisfaction with their child's participation in a school or community activity.

Providing training to families on how they can advocate for and maintain their child's participation in regular activities is also essential. CLFs can model how to accompany and participate in an activity or they can train families in a formal workshop setting. Families should also be trained on how to advocate for more integrated services in their communities. One way to do this is to include them in workshops with other key community

leaders such as school personnel, community recreation directors, and human service providers. Some of the topics on which families may need information and training include:

- converting therapeutic recreation programs to community based, integrated services;
- initiating CLF positions in recreation and human service organizations;
- legal rights to regular services under the ADA;
- accessibility adaptations and modifications that enhance participation;
- using the IEP process to gain access to regular recreation experiences;
- ideas for age appropriate activities;
- what's in and what's out (e.g. fashion, toys, hot hang outs);
- importance of choice;
- developing community supports (e.g., volunteers);
- the goal of recreation: having fun vs. competition; and
- working as a team with community service providers to change recreation programs.

Table 2 provides some tips for providing training to families.

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Coordinating programs across agencies. A CLF must be a great team player who understands and can work with families as

well as agencies and organizations that provide recreation programs. For example, a local ARC may hire a CLF to work with children. This CLF will have to forge a relationship with the school administrators and teachers if he/she wants to facilitate school-based activities such as friendship clubs, sports, classroom-based recreation options and extracurricular activities.

Working within schools is a crucial part of the CLF role for several reasons. First, parents of students with severe disabilities rate friendship/social relationship development as important an educational priority as functional life skills or academic skills (Hamre-Nietupski, Neutupski, & Strathe, 1992). A CLF could help a school develop relationships between students with and without disabilities by implementing any or all of the suggestions provided in this text. Second, a CLF should be a critical part of the transition team who implement community leisure goals and objectives that are part of a student's Individual Education Program (IEP) or Individual Transition Plan (ITP). In fact, the involvement of therapeutic recreation personnel has been mandated by the 1990 amendments to P.L. 94-142, P.L. 101-476 (IDEA). Finally, for people with disabilities up to age 22, the school is the key service provider and link to all other vital resources. School personnel have much information on the person's background and preferences, have access to families, regular educators, and non-disabled peers, and lend credibility to any integration or inclusion effort (Ray, 1991).

The CLF will also have to maintain a close working relationship with all other organizations that provides programs, facilities, monetary assistance, or other forms of support to individuals in the community. For example, one CLF who worked for an ARC had to work with professionals from seven organizations in order to integrate the summer camps in her town. The organizations included the YMCA, City Parks and Recreation Department, Boys and Girls Club, Girl Scouts, ARC, and the public school system.

Training and Technical Assistance. Formal and informal information sharing and education in the form of workshops, hands-on technical assistance, or classes is another important way of assisting people with disabilities participate in community recreation. As mentioned earlier, providing information to families in various formats is an essential role of the CLF. Training for and with other professionals is also important. Professionals will benefit from training on most of the same topics listed for families earlier in this chapter. Other ideas for workshops include: (a) volunteer recruitment and management; (b) developing interdependent groups and natural supports within recreation activities; (c) fostering parent and community involvement; (d) funding sources; and (e) resources for program modifications and adaptive equipment. Tips for training professionals can be found in Table 3.

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Insert Table 3 about here

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The Professional CLF

A CLF could be hired by almost any organiation that seeks to promote social or recreation opportunities for people with disabilities. Some of these organizations may include, but are not limited to, advocacy groups such as the ARC, YW/YMCAs, parks and recreation departments, residential programs, schools, sheltered workshops, adult activity centers, local United Cerebral Palsy organizations, mental health and mental retardation agencies, religious organizations, non-profit organizations that provide other services to adults with disabilities (e.g., employment training), and state vocational rehabilitation independent living centers.

Converting an already existing position to a CLF has many advantages. The CLF will be familiar with the community and its agencies and services as well as the people with disabilities who may utilize such services. However, changing one's position may also create nervousness and tension on the CLF's part. The individual moving to the CLF position may feel his job or services are threatened. In this case, it is important to emphasize that services being given and received will not be lost, merely changed. A recreation professional who offered special programs for people with disabilities will now offer his/her support to those same individuals in other community

activities. Additionally, families may fear loosing services for their children. These fears may be addressed by linking the family with others who have already experienced the process of integration in the community as well as by giving them plenty of individualized attention.

There are several avenues for seeking additional funds for a CLF position if there is no funding source internally or if an existing position cannot be converted. State and federal grant money from such places as the Office of Special Education, Vocational Rehabilitation Services, or Developmental Disabilities Planning Councils can help start up a CLF position although internal funding will eventually have to be found. Private funding from foundations such as the Mitsubishi Foundation, Ben and Jerry's, or the United Way can also be sought. Several existing agencies within a locale can also share resources to support a CLF position in much the same way as education, vocational rehabilitation, and development disabilities agencies have done to support job coaching (Wehman, Moon, Everson, Wood & Barcus, 1988).

Hiring a CLF. Most people desiring to work as a CLF will not have had formal training specifically for this position. However, many with a therapeutic recreation, physical or special education, rehabilitation, or advocacy background will have the characteristics that make a good CLF. Such characteristics include: (a) a belief in integration for all people regardless of skill level; (b) the right of all people to have fun; (c) the

ability to communicate with parents and other professionals; (d) experience in providing training; (e) knowledge of human service delivery (advantages and pit falls) to people with disabilities; and (f) the experience or presence that will enable others to view this persons as an authority or expert. Furthermore, according to Buswell and Schaffner (1992), in order to provide friendship support in integrated settings, a CLF needs to have: (a) a strong belief that friendships between people with and without disabilities are possible and important; (b) an understanding about the development of friendships; (c) the ability to problem solve and be innovative; (d) a willingness to create new solutions with challenges arise; (e) the ability to focus on strengths; and (f) the ability to be unobtrusive and to know when to fade support. Typically, a bachelor's or master's degree would be required and the pay should be equivalent to that of a teacher, case manager, or therapeutic recreation specialist. See Figure 1 for the advertisement that one organization used to recruit two CLFs who in this case were called community recreation liaisons.

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Insert Figure 1 about here

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The Volunteer CLF

A leisure facilitator does not have to be a professional recreation specialist. In fact, he or she does not necessarily have to be paid anything at all. Volunteers have long provided

needed support in not only recreation programs but in employment, home, and educational programs as well (Taylor, Biklin, & Knoll, 1987). A number of programs especially designed to help volunteers provide leisure and friendship experiences to children and adults with disabilities have been documented (Calkins, Dunne, & Kultgen, 1986; Cooley, 1989; Voeltz, Hemphill, Brown, Kishi, Klein, Freuhling, Levy, Collie, & Kube, 1983).

Most successful volunteer programs have several common elements. Cooley and her colleagues at the Oregon Research Institute have been particularly successful in delineating and describing these factors (Cooley, Singer, & Irvin, 1989). In fact, Cooley (1989) has developed an excellent manual that provides step by step instructions, materials, and forms for implementing a volunteer program that fosters friendships between community members and children with disabilities. Any individual or group who is interested in using volunteers as CLFs should purchase this manual and use it in delivering a training program. Although it is beyond the scope of this chapter to describe in detail how to establish a volunteer program, some of the elements most critical to volunteer CLFs are discussed here.

Competency. A volunteer CLF must be viewed as a competent individual who understands the person and family with whom she is recreating and the project or activity in which she is providing support. This is a "tall order" for almost anyone, but particularly for someone who is volunteering and most especially for a younger volunteer. Some volunteers with formal education

or experience such as nurses, therapists, special or physical educators, and recreation professionals who are already familiar with school or community programs can move right into a volunteer CLF capacity. Because families and community or school program sponsors can immediately trust the experienced person's ability to support a child with a disability, this volunteer won't need much formal training in areas such as medical procedures, behavior management, or family support. What she may need is training or information on integration in recreation programs or specific program information such as requirements for involvement in a community softball league.

Other volunteers will need extensive, continual formal training across a number of topics. The amount of training will depend on the volunteer's age, experience, and role he or she will be expected to fill. For example, a teenage volunteer who is always going to be with other volunteers and a competent supervisor will not need as much training as a volunteer college student who alone is going to provide transportation and support to a child on a soccer team over an eight week period.

Some programs such as park and recreation departments utilize professional CLFs to recruit, train, and supervise other volunteer CLFs. As well, very competent volunteer CLFs can serve in training or supervisory capacities. There is really no right or wrong or best way to use volunteers as long as participants and families, program supervisors, and other participants enjoy and appreciate their involvement.

Supervision. Most volunteers who provide support to people with disabilities in community or school activities will need some form of supervision. The type and amount of supervision will depend on the experience of the volunteer, his or her familiarity with the activity and its participants, and the severity of the disability of the person who is being assisted. Many programs pay a "volunteer coordinator" on a full or parttime basis to oversee volunteers. Cooley (1989) listed a number of duties of this professional including recruitment, screening, training, maintaining family contact, finding activities, accompanying volunteers and participants on their first outings, and keeping necessary records.

Cooley and her colleagues also discuss the importance of being immediately available to a volunteer in case some problem arises. She stressed having a supervisor go to all first outings and then maintain regular weekly contact with the volunteer. She used monthly meetings for volunteers to share ideas, problem solve, and receive more formal training on particular topics. The authors of this paper have found that a supervisor also needs to visit sites in which volunteers are involved to maintain contact with professionals responsible for the sites such as teachers, recreation directors, or coaches. They can also answer questions or soothe the concerns of other adult participants or parents of young participants who are not disabled.

Recruitment and Training. Volunteer CLFs can be recruited from a number of sources including schools and colleges, churches, fraternities and sororities, volunteer referral agencies, and professional or advocacy groups or individuals who assist persons with disabilities. As well, an array of techniques can be used for recruiting including radio and TV advertizing, fliers, organization newsletters, presentations, and word of mouth. The age and experience of the volunteers you recruit and, thus, the recruitment source and method will depend on the role of the volunteer. It is critical to understand fully the exact purpose of using volunteer CLFs before trying to recruit them. If friendship is the goal, then same-age peers will be your main source. If assistance in taking swim lessons or playing soccer is the goal, then age won't be as important as the ability to actively participate in swimming or soccer.

After inviting persons to become volunteers, some screening procedure is typically needed. A written application form, interview format, and references are all good ways to check the interests, experience, and commitment of potential volunteers. Cooley (1989) provides guidelines and forms for obtaining all this information in her manual, Fostering Friendships. Other data collection methods are provided in many other sources such as Schleien and Ray (1989). The main objective in selecting volunteer CLFs is to choose people who are committed, reliable,

and energetic. Very rarely do volunteers need specific skills or a background as a disability professional.

Specific training or prior experience is sometimes needed for volunteer CLFs who are supporting persons with severe or multiple disabilities such as behavior disorders, medical disabilities involving the use of breathing equipment, or physical disabilities involving special equipment, position, and handling. Other professionals and parents are typically happy to provide special training sessions on these topics and close, regular on-site supervision by a professional CLF or volunteer coordinator can put the volunteer, participant, and family at ease. Programs that use volunteer CLFs should be careful not to expect a volunteer to provide total support to people with significant disabilities. Being comfortable in this situation takes training, practice, and modeling from competent supporters.

One of the best ways to train volunteers is to set up visits for them in the home and classroom. This allows for observation, information gathering, and practice in interacting. It is also helpful for the volunteer coordinator to set up situations so that he or she, the volunteer, and the person being supported can spend some time together. This allows everyone to ask questions and get to know one another before larger groups enter the picture. More formal training sessions can be planned for groups of CLFs along with other recreation professionals, volunteers, community groups, and families. Topics that are almost always relevant include integration or inclusion philosophy and

strategies, working with the general public on including people with disabilities, communication and listening skills, practical behavior management strategies for community settings, assisting people with particular physical and medical disabilities, using partial participation strategies, and communicating with parents.

Probably the most important thing to remember in utilizing volunteer CLFs is to match the interests of the volunteer and the participant and to look for special expertise or experience in cases where very severe disabilities or unique situations are involved. Careful planning, continued recruitment, a good training program, and constant supervision will make the program a success.

A Real View of a CLF

The Training and Research Institute for People with Disabilities at Children's Hospital in Boston received a three year grant from the United States Department of Education, Office of Special Education to coordinate community and school based recreation services for students with severe disabilities in three suburban Boston communities. This grant funded two professional CLFs who worked full-time (40 hours per week) over the three year period in order to demonstrate the variety of training and direct service accomplishments that a professional in this position could complete. Table 4 provides a listing of the various organizations and activities in which they were involved.

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Insert Table 4 about here

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The two CLFs, one with a background in therapeutic recreation and one in supported employment and secondary special education, kept daily time records of their work (see Figure 2).

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Insert Figure 2 about here

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These data were then converted to annual and then 24 month summaries to show the kinds of work that a CLF can do on a full-time basis. Table 5 shows the total hours and numbers of people the CLFs worked with and products they completed during their first two year period. In summary, the two CLFs worked directly with 148 students with severe disabilities and their families as well as provided a variety of training formats for families, professionals, and kids. They also worked with 1,503 nondisabled peers in a variety of capacities as well as produced 25 written products, such as surveys, articles, newsletters, and other resources for families and communities.

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Insert Table 5 about here

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Summary

The use of a CLF or similar support person can be the determining factor in successfully integrating school or

community leisure activities. This person can provide support in any number of ways including personally accompanying a participant to an event or finding someone else to do so, providing information and assistance to families, and training other community members on the importance of including citizens with disabilities. The role of the CLF is even more important now considering the ADA mandate that citizens with disabilities have access to all public recreation programs.

One of the exciting aspects of providing CLF support is the lack of expense that can be involved. Professionals hired for other purposes or in other positions can easily assume the role of CLF. As well, volunteers can often function in CLF capacities. Finally, practically any organization can hire a CLF or convert an existing position. As the data in this paper indicate, one or two full time CLFs can provide services to a large number of individuals, families, and organizations.

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Figure 1
Advertisement for The Boston Globe

COMMUNITY RECREATION LIAISON: POSITION OPEN IMMEDIATELY TO COORDINATE 3 YEAR PROJECT to assist school aged children and adolescents with severe disabilities participate in regular community and school leisure activities in the Boston, MA area. We are looking for highly energetic people who can work very flexible hours, want direct involvement in integrated leisure programs, can produce written products, and provide a variety of inservice training formats. Masters degree or Bachelors with 3 years experience in severe disabilities or therapeutic recreation and at least two years experience in integrated or community based programs for people with severe disabilities; must also demonstrate ability to provide technical assistance and produce written products. Salary and benefits competitive. Please send letter of interest and resume to: Sherril Moon, Gardner 6, 300 Longwood Ave., Children's Hospital, Boston, MA 02115. 617/735-6914.

Table 1
Common Situations and Supports

Situation	Supports
Participant needs transportation	•Arrange carpool with other participants. •Work with organizations to initiate a carpool procedure for all participants during activity application process. •Provide travel training (e.g., bike, walk, public transportation, travel with peer). •Utilize family and friends. •Assist organization in procuring transportation (vehicles and/or services) for all participants. Utilize foundations and community civic organizations such as Kiwanis and Knights of Columbus for funding. •Utilize school transportation for all participants. Note: Whatever transportation is available to all participants should be available to participants with disabilities. Likewise, transportation available to participants with disabilities should be available to all participants.
Participant does not have prerequisite skills	•Modify or adapt activity (e.g., rule modifications, assistive devices). •Provide support (e.g., utilize volunteers to assist with activity or to help gain skills outside of activity). •Educate provider regarding benefits of partial participation. •Emphasize the need for interdependence and mutual support. •Work with organization to change policy of required skills. •Assist organization to offer similar activities without pre-requisites.
Activity is too expensive	•Many activities offer scholarships. Ask. •Apply to civic or religious organizations for assistance (e.g., Knights of Columbus, Rotary Club). •Assist organization in applying for funds so they might provide scholarships or subsidize fees. •Encourage sliding scale for all participants. •Encourage schools to offer programs for all children and to share the cost with the recreation department. Likewise, encourage the recreation departments to offer inclusive programming and share the cost with schools.
Full-time support is not available	•Utilize natural supports (e.g., other program participants, program leader). •Locate peers who enjoy same activity. •Identify volunteer organizations and recruit (e.g., United Way, college and high school groups). •Ask school principal, assistant principal, counselor, etc. to identify student volunteers.

Table 1 (continued)
Common Situations and Supports

Situation	Supports
Child goes to school out of district so meeting friends and transportation issues become more difficult	•Arrange for person to participate in after school activities in neighborhood school. •Assist activity in changing times to accommodate lateness in returning from school. •Identify peers in local neighborhood to participate in activities or hang out (see chapter ___). •Assist individual and family in learning about and understanding community options so they can make informed choices. •Advocate to parents to send child to neighborhood school.
Liability	•It's typically not a problem. Programs are not more liable for an individual with a disability then they are for individuals without disabilities.
Participant has no informal relationships (e.g., friends)	•Call neighborhood school and talk to principal, vice principal, counselor, etc. to identify kids interested in hanging out. •Locate older students to provide role-model/peer support. •Develop a local friendship club (see chapter ___).
Attitudes of others (e.g., program does not accept people with disabilities)	•Provide awareness training (see Tables ___ and ___). •Model positive attitudes/behavior (go to the activity with the person). •Focus on an individual's abilities and strengths. •It is illegal to bar people with disabilities from participating according to the Americans with Disabilities Act (ADA). Contact your state Executive Office on Discrimination.
Activity site is not accessible	•Become familiar with the rules and regulations of Title III (Public Accommodations) of the ADA. •Help site become accessible (e.g., help procure funding for building modifications). •Provide physical support (e.g. assistance moving wheelchair over dirt path). •Become familiar with local resources that provide low cost modifications (e.g., grab bars, ramps). •Move site.

Table 2
Tips for Training Families

- Parents are much better convincers for other parents than professionals. Utilize families who have already experienced integrated recreation to tell their personnal stories.
- Use audiovisuals (e.g., slides, videos); they make great success stories.
- Encourage recreation providers to discuss their programs during training.
- Leave plenty of time for answering questions and concerns.
- Be reassuring. Constantly repeat your offer of support.
- Give concrete examples (e.g., where to find activities and how to access them). Do not use lingo and do not "preach" to families.
- Provide transportation for parents to training if possible.
- Develop and provide handouts on community resources, including phone numbers and contact people.
- Demonstrate a willingness to meet one to one with parents and provide lots of follow-up (e.g. letters, phone calls).
- Be sensitive to history of segregated programs and fear of integration.
- Remember, many parents have a history of others' rejection of their child with a disability and are fearful it will happen again.
- While encouraging integration, do not discourage segregated activities. Remember, the bottom line is choice and opportunity.
- Provide food (e.g., coffee and donuts).

Table 3
Tips for Working with and Training Professionals

- Research and gather information on all community agencies (e.g., schools, parks and recreation, Parent Advisory Councils, ARC) with whom you are involved. This is an ongoing process.
- Promote the sharing of resources between agencies.
- Be careful not to compromise your standards/ philosophy to work with an agency, but be able to change enough to get things done.
- Identify or develop one or two people/positions in each agency as contacts for you and others.
- Have respect for the agencies' programs and territories. Give them lots of credit for any amount of help.
- Always give plenty of notice about meetings. Send personal letters and follow up with phone calls. Meet at times mutually acceptable to all.
- Getting the first child involved may take time. Remember, effort invested will have long term benefits for others who wish to become involved.
- Professionals who do not work with people with disabilities may need some basic introduction to a variety of disabilities.
- Give concrete examples of how to modify specific activities (modify examples according to your audience).
- Utilize a panel of professionals. People will listen to their colleagues more readily than you, an outsider. If you are not able to locate individuals for a panel, work with a few people individually and then utilize them for your panel.
- Be sensitive to the fear of people who have never worked with individuals with disabilities. Encourage questions and answer them openly and honestly.
- Address liability issues; remember they are the same for all participants regardless of ability.
- Address concerns that professionals may have about the other participants (e.g., they will not be accepting to individuals with disabilities, the individual with a disability will take too much attention away from other participants).
- Discuss laws (e.g., the ADA)
- Professionals who work with people with disabilities may fear loosing their jobs; demonstrate how jobs may change with integration, but will not be lost.
- Share ideas on policy modifications (e.g. eliminating prerequisite skills).
- Provide food (e.g., coffee and donuts).

Table 4
Actual CLF Activities

Organizations	Activities	Products
•Elementary, middle and high schools (20) -10 elementary -6 middle -4 high •YMCAs (4) -swimming -basketball -gymnastics -karate •Boy Scouts (6) •Girl Scouts (1) •Community Recreation Programs (7) -soccer -skiing -baseball card collecting -woodworking -swimming -arts and crafts -cooking •Horse Stables (1) •Theater Group (1) •4-H (1) •Summer Camps (10)	•Friendship Clubs •Integrated gym class •Soccer •Swimming •Cooking •Karate •Gymnastics •Woodworking •Theater •After school care •School activity period •Summer friendship group •Social Integration in school (lunch/recess) •Hanging out -football games -arcades -mall -movies -town carnivals -shooting hoops -pizza -getting hair done •Volunteering •Horseback Riding •Sailing •Basketball •Baseball card collecting club •School based social group •Gymboree •Dance lessons •Cross country skiing •Arts and crafts	•Community Access Survey •Community Recreation Survey •Leisure Interest Survey •Newsletter •Satisfaction Survey Instruments •Volunteer Questionnaire •Data Keeping Forms •Book Chapters, articles and monographs •Interviews -parents -people with disabilities •Brochures •Variety of Training Handouts

Table 5
Data From Two Full Time CLFs Over a Two Year Period

Total # students with disabilities	Total # students without disabilites	Hours with students*	Total # families	Hours with families	Total # community members †	Hours with community members	Product Hours/# Products §	Office Hours††	Travel Hours	Hours giving presentations
148	1,503	2,863	148	1,445	767	2,269	521/25	1,217	597	108

*Hours with students: includes combined groups of students with and without disabilities
†Total # community members: includes teachers, program leaders, agency members
§Product Hours/# Products: includes newsletters, journal articles, brochures
††Office Hours: includes written communication, preparation for presentations, phone calls

Figure 2
CLF Time Sheet

Date	Activity	Student Contact*	Family Contact	Comm. Contact†	Office Hours ‡	Travel
Totals						

*Student Contact: includes combined groups of students with and without disabilities
†Community Contact: includes trainings, presentations, meetings, site visits
‡Office Hours: includes preparation for presentations, phone calls, written products and communication